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ABSTRACT

This technical assistance paper is designed to provide local adult vocational education administrators and teachers in Florida with information to implement the Vocational Preparatory Instruction (VPI) programs more effectively and in compliance with the VPI curriculum frameworks. Developed by practitioners in the state of Florida, the curriculum frameworks reflect students' needs for academic and vocational/technical skills, as well as workforce skills. State-required frameworks are designed to provide consistency, programmatic quality, and integrity. The paper addresses the following areas: (1) purpose and terminology; (2) course matrix, including literacy completion points; (3) student eligibility and assessment; and (4) instructional methods. Two appendices that provide acronyms and a list of adult education courses meeting subject-area graduation requirements are included, as are directory of technical assistance directors and consultants organized in five regions of the state, and a state-level staff directory. (KC)

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TECHNICAL ASSISTANCE PAPER FOR

Vocational Preparatory Instruction Program

Prepared by:

ADULT GENERAL EDUCATION
TASK FORCE OF PRACTITIONERS
IN CONJUNCTION WITH
FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF WORKFORCE DEVELOPMENT

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ADULT EDUCATION:
A Gateway to the Good Life

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VISION

All adult education, workforce development, literacy education, community education, and community involvement programs and activities in Florida are delivered through a cost-effective and accountable process by qualified practitioners.

MISSION

The Practitioners' Task Force (PTF) will provide qualified practitioners in Florida the opportunity to consistently review critical program issues and recommend appropriate action plans relative to improving, restructuring, and accountability components for adult education, workforce development, literacy education, community education, and community involvement programs and activities.

I value the work these practitioners have done, because they provide insight as to what is needed and what is happening in adult education. The positive results of the effort of our Practitioners' Task Force committees have been clearly demonstrated to state and federal policy makers.

Joe Stephens
Director
Division of Workforce Development
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INTRODUCTION

PURPOSE

The Vocational Preparatory Instruction (VPI) curriculum framework provides the State of Florida with a minimal set of standards to be utilized by all facilities delivering a VPI (SAIL) program. State-required frameworks provide consistency and programmatic quality and integrity. The frameworks provide students who transfer from school to school or county to county with a continuum of service. The Vocational Preparatory Instruction (VPI) curriculum frameworks prepare students for academic, technical and personal success.

The VPI (SAIL) system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Vocational Education Programs. Developed by practitioners in the state of Florida, the curriculum frameworks reflect students' needs for academic and vocational/technical skills, as well as workforce skills. Due to recent legislation, VPI (SAIL) is an adult general education program (AGE) through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that such persons may pursue certificate career education or higher-level career education. The VPI (SAIL) Program is a workforce development program and thus must reflect the requirements of the workplace, as well as assist students in successfully completing a vocational certificate program.

As of program year 1999-2000, System for Applied Individualized Learning (SAIL) will be known as Vocational Preparatory Instruction (VPI).

TERMINOLOGY

Benchmark – The benchmark is the most specific level of information. A benchmark identifies the learner expectations—what a student should be able to do at the end of a developmental level.

Goals 2000 – The "Goals 2000" initiative includes eight national educational goals enacted by Congress in 1994 and endorsed by every major parent, education and business group across the country.

Literacy Completion Point – A Literacy Completion Point (LCP) is the attainment of academic or workforce readiness skills that qualify the participant for further basic education, vocational education or employment.

National Standards – Students must have the opportunity and resources to develop skills needed to pursue life's goals and to participate fully as informed productive members of society. These standards assure that literacy growth begins before students enter school as they experience and experi-

ment with literacy activities. The National Standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities.

SCANS Competencies – Developed by the Secretary's Commission on Achieving Necessary Skills, the SCANS Report produced a definitive study that outlined eight areas of emphasis needed to produce qualified, productive workers for the 21st century.

Placement – A student will be followed for placement purposes when the student completes an LCP or a program and is no longer enrolled in the program. Placements will be documented when students are found employed or when continuing their education.

Standards – A standard is a general statement of what the student is expected to achieve within each strand. It is a description of general expectations regarding knowledge and skill development within a strand.

Strand – A strand is the most general type of information. A strand is the label (word or phrase) for a category of knowledge. Strands are words such as reading, writing, literature, listening, planning, management, energy, algebraic thinking, and measurement.

Subject Area – The subject area is the domain or content area. In the VPI Program, the subject areas are mathematics, language, and reading. Workplace readiness skills is a separate program with individual student performance standards.

Sunshine State Standards – "The Florida System of School Improvement and Accountability: Blueprint 2000" developed in 1993 established eight goals. Goal 3 of this initiative deals with student performance described in terms of 11 standards. These 11 standards were incorporated into 7 specific curriculum areas known as the Sunshine State Standards. Standards are what we expect students to know at certain stages of their career.

It is strongly recommended that the related vocational skills/terminology be integrated into the VPI curriculum so that the student's learning is reinforced in both the academic and vocational environments.

Literacy Completion Points

The VPI Framework is divided into four courses with three literacy completion points as indicated on the VPI Matrix on the this page. Literacy completion points for VPI are the attainment of functional literacy (6.0 or higher) in basic skills (reading, mathematics and language) required for completion from a vocational program. An LCP is achieved when a student masters the basic skills grade levels required for completion of the vocational certificate program in which the student is enrolled. A student may be enrolled in one or more of the vocational preparatory courses, depending upon individual needs, based on assessment as per State Board of Education Rule 6A-10.040, FAC. Appendix A provides a list of acronyms and other State Board of Education rules. It is strongly recommended that the related vocational skills/terminology be integrated into the VPI curriculum so that the student's learning is reinforced in both the academic and vocational environments. The student may also be enrolled in Workplace Readiness Skills to achieve the employability skills needed to be successful in the world of work.

Vocational Preparatory Instruction Matrix

Vocational Preparatory Program	Literacy Completion Point (LCP)	Mastery of Performance Standards Output Measure
Vocational Preparatory Mathematics	Meets vocational program level requirements for basic skills	Attainment of level appropriate for vocational program
Vocational Preparatory Reading	Meets vocational program level requirements for basic skills	Attainment of level appropriate for vocational program
Vocational Preparatory Language	Meets vocational program level requirements for basic skills	Attainment of level appropriate for vocational program
Vocational Preparatory Comprehensive	Meets vocational program level requirements for basic skills	Attainment of level appropriate for vocational program
Workplace Readiness Skills	Course completion	Mastery of Performance Standards

STUDENT ELIGIBILITY AND ASSESSMENT

ELIGIBILITY

Students in need of basic skills remediation to reach minimum grade-level requirements for completion of a vocational certificate program are eligible for the VPI Program. Students are tested, as per State Board of Education Rule 6A-10.040, FAC, within the first six (6) weeks after entry into a vocational program to determine their basic skills levels. The VPI program is open entry/open exit, with completion being obtained when the student achieves the grade level required for completion in the vocational curriculum framework for the vocational certificate program in which the student is enrolled.

It is recommended that VPI instruction incorporate applied academic/vocational and workforce skills to ensure that the program includes a variety of instructional strategies.

ASSESSMENT INSTRUMENTS

The Assessment Technical Assistance Paper (DWD 99-5), distributed March 1, 1999, outlines the general requirements for assessment. This paper provides information on State Board of Education Rules as well as approved assessment instruments, established norms, test security, testing procedure modifications, progress/gains documentation, audit documents, counseling, career and transition planning, and accommodations/modifications allowed. Assessment instruments are listed in State Board of Education Rule 6A-10.040, FAC.

INSTRUCTIONAL METHODS

It is recommended that VPI instruction incorporate applied academic/vocational and workplace skills to ensure that the program includes a variety of instructional strategies, including, but not limited to: individualized, diagnostic, prescriptive learning; one-on-one instruction; cooperative learning; computer-assisted instruction; problem solving; and small and large group instruction.

The VPI Framework incorporates basic skills instruction required for completion from a vocational certificate program, as well as SCANS foundation competencies. In addition, the program is correlated to the achievement levels of the Sunshine State Standards. The format utilized for the academic standards is subject, strand, standard and benchmark. All of these standards are located at level 4. An example is as follows: LA.E.2.7, LA is the subject of Language Arts, E is the fifth strand, 2 is the second standard and 7 is the seventh benchmark. The exception is in the Applied Technology Frameworks; all noted standards are located at level 5, postsecondary education. Thus, AT.1.1.4 refers to the subject of Applied Technology, 1 is the first strand, 1 is the first standard and 4 is the fourth benchmark. Total integration of the Sunshine State Standards requires that instructors be highly knowledgeable regarding intended outcomes.

APPENDICES

APPENDIX A – ACRONYMS AND RULES

ACRONYMS

AGE	Adult General Education
AT	Applied Technology
DWD	Division of Workforce Development
FAC	Florida Administrative Codes
LA	Language Arts
LCP	Literacy Completion Point
LEA	Local Educational Agency
MA	Mathematics
SAIL	System for Applied Individualized Learning
SBER	State Board of Education Rule
SC	Science
SCANS	Secretary's Commission on Achieving Necessary Skills
SS	Social Studies
SSS	Sunshine State Standards
VPI	Vocational Preparatory Instruction

RULES

SBER 6A-6.014, FAC, General Requirements for Adult General Education Program, includes academic skills tests for adult general education. The purpose of this initial assessment is to place adult education students into the appropriate literacy level. Assessment instruments meeting this requirement are listed in rule.

SBER 6A-1.0943, FAC, Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Handicapped Students, provides examples of allowable testing procedure modifications which may include, but are not limited to, flexible scheduling, flexible setting, flexible recording of answers, mechanical aids, revised format, and flexible timing.

SBER 6A-10.040, FAC, Basic Skills Requirements for Postsecondary Vocational Certificate Education, requires academic skills tests for vocational education. The purpose of this assessment is to determine basic skill levels of students enrolled in vocational certificate education. Assessment instruments meeting this requirement are listed in rule.

APPENDIX B — ADULT EDUCATION COURSES MEETING SUBJECT AREA GRADUATION REQUIREMENTS

Adult Basic Education

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900000	ABE Adult Basic Education	30 ,31	Any Field Any Academic Coverage
9900001	ABE Adult Basic Education Mathematics	30 ,31	Any Field Any Academic Coverage
9900002	ABE Adult Basic Education Reading	30 ,31	Any Field Any Academic Coverage
9900003	ABE Adult Basic Education Language	30 ,31	Any Field Any Academic Coverage
9900004	ABE Adult Basic Education Comprehensive	30 ,31	Any Field Any Academic Coverage

General Education-Promotion

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900010	GEN ED-P General Education-Promotion	30 ,31	Any Field Any Academic Coverage

General Education Development Preparation

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900020	GED PREP GED Preparation	30 ,31	Any Field Any Academic Coverage
9900021	GED PREP WRITING GED Preparatory Writing	30, 31	Any Field Any Academic Coverage
9900022	GED PREP SOC STUDIES GED Preparatory Social Studies	30 ,31	Any Field Any Academic Coverage
9900023	GED PREP SCIENCE GED Preparatory Science	30 ,31	Any Field Any Academic Coverage
9900024	GED PREP LITERATURE GED Preparatory Literature	30 ,31	Any Field Any Academic Coverage
9900025	GED PREP MATHEMATICS GED Preparatory Mathematics	30 ,31	Any Field Any Academic Coverage
9900026	GED PREP COMPREHENSIVE GED Preparatory Comprehensive	30 ,31	Any Field Any Academic Coverage

Adult Life Stages

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900030	SENIOR ADULT LEARNING Senior Adult Learning	30, 31	Any Field Any Academic Coverage

English for Limited English Proficient Adults

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900400	ENG LIMITED PRO ADULT English for Limited English Proficient Adults	30 ,31	Any Field Any Academic Coverage
9900040	ADULT ESOL Adult English for Speakers of Other Languages	30 ,31	Any Field Any Academic Coverage
9900050	ADULT VESOL Adult VESOL	30 ,31	Any Field Any Academic Coverage
9900051	ADULT ESOL Adult ESOL Academic Skills	30 ,31	Any Field Any Academic Coverage

Workplace Readiness Skills

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900060	WORKPLACE READINESS SKILL (ABE) Workplace Readiness Skills (ABE)	30 ,31	Any Field Any Academic Coverage
9900070	WORKPLACE READINESS SKILL (VPI) Workplace Readiness Skills (VPI)	30 ,31	Any Field Any Academic Coverage
9900080	WK READ SKILL/LEP AD Workplace Readiness Skills for Limited English Proficient Students	30, 31	Any Field Any Academic Coverage

Citizenship

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900090	Citizenship	30 ,31	Any Field Any Academic Coverage

Adults with Disabilities

Program/Course Number	Abbreviated Title Program/Course Title	Grade Levels	Certification
9900100	AD GEN ED/AD W/DIS Adult General Education for Adults With Disabilities	30 ,31	Any Field Any Academic Coverage

Vocational Preparation Instruction Matrix

Vocational Preparatory Program	Literacy Completion Point (LCP)	Mastery of Performance Standards Output Measure
Vocational Preparatory Mathematics	Meets program level requirements for basic skills	Attainment of level appropriate for program
Vocational Preparatory Reading	Meets program level requirements for basic skills	Attainment of level appropriate for program
Vocational Preparatory Language	Meets program level requirements for basic skills	Attainment of level appropriate for program
Vocational Preparatory Comprehensive	Meets program level requirements for basic skills	Attainment of level appropriate for program
Workforce Readiness Skills	Course Completion	Workplace Readiness Skills

SUMMARY

- In program year 1999-2000, System for Applied Individualized Learning (SAIL) has been renamed Vocational Preparatory Instruction (VPI). Due to recent legislation, VPI (SAIL) is an adult general education program (AGE) through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that such persons may pursue certificate career education or higher-level career education.

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All task forces are coordinated by the practitioners' professional organization, Adult and Community Educators of Florida, Inc. (ACE).

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